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ABSTRACT

A study investigated kindergarten children's awareness of how they are learning to read at home and in school. Fifty-six children were selected from two schools with contrasting instruction for beginning reading. Children were interviewed in kindergarten and first grade and asked questions designed to tap their awareness of how they were learning to read. Tasks were administered to obtain measures on phonic awareness and story-reading knowledge. A parent questionnaire was used to assess home support for early reading, and home observations were conducted to examine home literacy interaction patterns. Results demonstrate that most children can talk about how they are learning to read at home and in school, and that the responses match the school instruction and change over time. The case study findings indicate that some parents are deliberate in structuring literacy events, and that children's awareness responses match the interaction patterns in their homes. (Tables, figures, and three pages of references are included.) (Author/HTH)

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A Study of Kindergarten Children's Awareness of How They are Learning to Read: Home and School Perspectives

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Running Head: CHILDREN'S AWARENESS OF LEARNING TO READ

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Abstract

This study investigated kindergarten children's awareness of how they are learning to read at home and in school. Fifty-six children were selected from two schools with contrasting instruction for beginning reading. Children were interviewed in Kindergarten and first grade and asked questions designed to tap their awareness of how they were learning to read. Tasks were administered to obtain measures on phonic awareness and story-reading knowledge. A parent questionnaire was used to assess home support for early reading, and home observations were conducted to examine home literacy interaction patterns. Results demonstrate that most children can talk about how they are learning to read at home and in school; that the responses match the school instruction and change over time. The case study findings indicate that some parents are deliberate in structuring literacy events, and that children's awareness responses match the interaction patterns in their homes.

A Study of Kindergarten Children's Awareness of How They are Learning to Read: Home and School Perspectives

Introduction

"There is gold, and a multitude of rubies: but the lips of knowledge are a precious jewel." --Proverbs 20:15

If children could tell us how they are learning to read, perhaps the debates concerning which method for teaching beginning reading is superior will cease. In the same vein when children are discussing how they are learning to read they will select the most salient features of the reading activity and actions of teachers or parents. Tapping into children's awareness of the activities and how they are being carried out by parents and teachers may be an essential piece of the puzzle that we need to put into place as we try to help all children become successful readers.

Educators and family sociologists have long known that parent-child interaction is a primary component in shaping children's intellectual growth. Since these early experiences take place in the home, parents' introduction to reading and provisions for literacy opportunities at home are important factors in children's awareness of the reading process and their performance in school. Looking into the home experiences and environments of children who are beginning to read provides researchers with the background needed to understand and facilitate literate learning. Furthermore, it is important to look at these experiences in light of what the children and parents verbalize is happening in relation to what researchers observe in home and school interactions and activities. Patterns of family literacy environments and formal and informal instruction varies in both the degree to which

they provide the climate for children to learn and to the degree that they actually produce learning (Clark, 1983).

The research paradigms for this investigation were fieldbased correlational and ethnographic research. The first concern was to see whether in fact children could verbalize what they, their parents and teachers were doing when they were learning how to read. Baseline and ongoing achievement data were collected through testing and interviews. Content analyses were applied to the children's awareness responses and a classification coding was derived to explain what the children said about how they were learning to read. These data were analyzed and compared across the two contrasting instruction settings. In addition, correlational analyses were applied to the responses to questionnaires given to the parents of all the children about literacy practices at home and to school measures given to all the children.

To further clarify the correlational and descriptive findings and to look at awareness of learning to read at home more intensively, four case studies (two children from each setting) were conducted in the children's homes. From the field observations, domains were identified and analyzed for literacy support in the home. Examining domains of literacy in which children participate with family members helps to identify the relevant context within which literacy may occur. Knowing what is occurring in the home with respect to literacy and becoming aware of children's approaches to the reading process may provide teachers with information that could help them structure the learning environment to maximize the learning experiences for the children that they are trying to teach to read (Heath, 1983).

Review of the Literature

Children's Understanding of Reading

In a comprehensive study examining children with reading difficulties, Vernon (1957) found that there appeared to be a breakdown in the thinking processes in

learning to read. Vernon recommended that teachers' efforts should be directed towards a concern for how the child thinks in learning to read. Reid (1966) interviewed 5-year-old children and concluded that for young beginners, reading "is a mysterious activity, to which they come with only the vaguest of expectations," (1966, pp. 21). Downing (1969) followed up Reid's line of investigation by interviewing 13 five-year-olds and asking questions such as "What is in books?", "What do they look at?", "How do grown-ups read?", Downing's results confirmed Reid's findings about how children think about reading. However, Downing wanted to extend the findings in order to determine whether in fact the children really didn't know a certain term or just did not use it. Downing conducted an experiment to see whether children were able to discriminate between auditory stimuli or the basis of the concept of a "word" and of a "sound." Downing concluded from the results that children's thoughts about reading and the concept of the purpose of reading posed significant problems for the teacher of beginning readers. These findings by Downing further support earlier research by Vygotsky (1962) and Reid (1966) in that young beginners have serious difficulty understanding the purpose of written language, they have only a vague idea of how people read, and moreover, have an inordinately difficult time understanding the terminology.

Reading Concepts and Achievement

It has been suggested that children's thinking about the reading process is related to how well they read. Several studies examined children's understanding of the reading act in an attempt to develop predictive measures of reading achievement based on children's responses to questions about reading and their background experiences in reading.

Johns (1972) looked at the relationship between children's concepts of reading and their reading achievement. Fifty-three fourth graders were interviewed

individually and asked, "What is reading?" He then classified the responses into five categories. These categories reflected how the children thought about reading. The significant contribution of Johns' research is that he did find a correlation between children's concept of reading and their reading achievement. As an extension of this research, Johns and Ellis (1976) studied 1,655 students from grades 1 to 8. This research was able to look across grade levels and pick out developmental changes in how children talk about reading. Each child was interviewed individually and asked several questions about reading. The results indicated that first graders' concept of reading was vague. Johns and Ellis concluded that many students have little understanding of reading and that older students' understanding of the reading process was better than that for the younger student. These findings are supported by the work of Kruetzer, Leonard, and Flavell (1975), Myers and Paris (1978), and Canney and Winograd (1979).

These studies reveal that questioning children about what they know about reading show differences between the good and poor readers and the mature and immature readers. The younger reader and poorer readers have little awareness or gave vague responses. They were more attuned to the act of decoding the text rather than deriving meaning from it. The older and better readers tended to be more sensitive to the strategies involved in achieving meaning and that there are appropriate strategies to use to understand the text.

Home Literacy and Categorizing Literacy

The problem with much of the school-based interview/questionnaire research is that it fails to consider other important contexts, most importantly, home contexts, that may influence children's conceptions of reading. There is a wealth of accumulating evidence emphasizing the importance of literacy experiences that occur

before children enter school (Dyson, 1984; Heath, 1982, 1983; Mason, 1980, 1982; McCormick & Mason, 1983; Sulzby, 1982).

Children's early literacy experiences may start naturally when parents read to young children, allowing children to develop expectations of print and learn the language of books. As Sulzby (1982) explains when discussing emergent reading and writing, "In the view of emergent literacy that I take, the child has been constructing a model of literacy long before she/he is reading or writing conventionally" (p. 47).

One of the roles parents play is that of mediators for children's attempts at expression. Ninio and Bruner (1978) noted that parents mediate learning through a "scaffolding" dialogue. Vygotsky (1979), in explaining his concept of zone of proximal development suggests that children develop through social interactions where the parent guides the child. The reported studies of children's acquisition of reading prior to formal instruction reveal that some parents are unaware of how their child started reading, while others promote regular reading activities. Durkin (1966) investigated children who at the beginning of first grade were deemed early readers. When parents were asked about the child's early reading, many did not know how they learned to read except that they read to them and were available to answer questions about words (Clark, 1976; Durkin, 1966). Clark (1976) reported between 47% and Durkin (1966) reported 83% of parents of the early readers said that paper and pencils, blackboards, and reading material were available in their homes. Clark noted that the most striking feature of the parents of children who read fluently was the extended and positive interaction with an adult.

Correlational research by Majoribanks (1979) showed that variations in children's achievement are understood more completely when different forms of family environment measures are used in the analysis. One of her findings

family environment measures are used in the analysis. One of her findings suggests that at any initial reading level, children who experience a poor intervening family environment will show a decline in their later reading achievement. Wells (1985), in examining preschool literacy and related activities with success in school, found a strong relationship between children's knowledge of literacy and achievement. He argued that the differential attainment in school was due to the differences between children in their experiences of written language in preschool years and knowledge of functions and mechanics of reading and writing.

Thus, there is ample research to support the idea that the home environment plays a strategic role in literacy development of young children. Home factors such as the parents' monitoring literacy activities, and ensuring the availability of materials and appropriate verbal support, have been identified as primary factors for building a child's conception surrounding literacy. Parents are mediators for children's first experiences with oral and written language. Research indicates that when these first experiences are encased in communication patterns, and reading events promote extended and positive interactions between the parents and the child, the child experiences success when learning to read.

Anderson and Stokes (1984) looked at the home environment of low income families and cultural groups for the purpose of describing literacy events. Their results suggest considerable variability distributed across all families in all ethnic groups, and that the frequency and duration of particular experiences that a preschool child had with print was determined by the interactions that his or her parents had with various organizations and persons outside of the home. Leichter (1984) argues that to study the way preschool children become literate must involve understanding the day-to-day interaction of the family within the natural environment. In discussing the various modes of inquiry from several studies of

families as educators, he acknowledges that the intensive study necessary to acquire a basic understanding of families as environments for literacy is difficult research involving observations, videotaping, tape-recording, and other methods are useful in helping the observer maintain objectivity. It is Leichter's contention that this kind of research will help researchers unlearn biases that they may bring to their study.

As the cited research suggests, there are various ways to look at literacy. Some studies broke the domains of literacy into categories that took into account daily living events as well as commonly recognized literacy occurrences such as reading books. These researchers' approach supported their contention that "literacy events function not as isolated bits of human activity but as connected embedded in a functional system of activity" (Anderson & Stokes, 1984, p. 28). It is apparent that an examination of literacy events in the home environments can take various forms, depending on the researcher's view of what constitutes the scope of literacy experiences in the home.

Methodology

Students and Schools

Two schools were selected in the midwestern region of the United States. Pine School is located in a small farm community with a racial composition of almost entirely white, and the socioeconomic status ranging from working to middle class. The average education of the fathers of the kindergarten children in the study is 13.2 years. The mothers' average number of years of education is 12.9. Pine School is the town elementary school, and most of the children attend this school unless bused out for special education.

The second school in this study, Water School, is situated in a low income, primarily black urban neighborhood near a large university. People living in the city work in a variety of occupations, from cook to university professor. Water

School is a magnet school and draws its population from the entire city, thus a proportion of the children are from middle to upper SES. The average education level of the fathers of children in the study is 14.1 and the mothers' average educational level is 14.8.

The 56 children in this study were selected by their ability to read words from signs and labels (Early Reading Test, subtest 1) and their performance on the Circus Listening Test. Children had scores on both tests that were within two standard deviations of the grand mean. For the Early Reading Test, this included children with scores of 8 to 19; for the Circus Listening Test, scores were 9 to 23. A *t* test showed no significant differences between the samples on either of these measures.

The instruction in the two school settings differed substantially. In Water school the instruction was individualized and in small groups, while in Pine School, instruction was primarily whole-class instruction.

Materials

Awareness Tasks

Description. Three awareness questions were designed by the investigator. Ten kindergarten children from a city elementary school were used to pilot the questions. The three questions were: (a) "Tell me, how are you beginning to learn to read at home?" (Prompt: "What are you doing that will help you?"); (b) "Now we're going to play a game; you go over there and pick a doll or stuffed animal" (while the child is selecting, place a book, pencil, papers, and letters on the desk). "Let's pretend that it can't read but wants to learn; show me what you might do to help it learn." (Must prompt at least once.) "What else would you say (or do)?" (Note the doll's position and the child's way of helping.); and (c) "How does your teacher teach you to read?" (Prompt: "What does she do or say?")

The three awareness questions were asked to individual children in March, the first and third questions were asked again in May of the kindergarten year, and all three were asked again in September of first grade. The Awareness measures were coded using two systems: What Awareness and How Awareness. For each coding system a holistic judgment was made to classify each statement made by an individual child. The judgment was made according to what aspects of reading the child focused on in his/her response. The interrater reliability with an unbiased rater was .96 for the What Awareness and .94 for the How Awareness.

The What Awareness type of coding was based on the kinds of reading activities the children describe when discussing how they were learning to read. What Awareness documents the instruction and materials or objects the children attended to in their awareness responses. The instructional methods were classified into five categories: (a) Writing, (b) Reading books, (c) Identifying Letters and Sounds, (d) Other or Idiosyncratic, and (e) No response.

How Awareness coding system used categories developed by Jerry Johns (1976). This classification attempts to document the process the child uses to describe how he/she is learning to read. Johns classified responses into five categories. The first category was No Response or Vague and included responses such as, "just read" and "wear sunglasses." The second category was Classroom Procedures with responses such as, "do worksheets," and "write it out." Word Recognition/Decoding was the third category and included responses such as, "You say the sounds of words." Meaning or Understanding was the fourth category. Responses in this category were, "You try to understand the meaning of words." Johns' fifth category, Decoding and Understanding, was not found among young children. Johns' examples of such responses were, "Look at words and read them and think about what you are saying." Each child's responses were coded and assigned to one of

the first four categories. The categories were considered ranked with the lowest being 1 and the highest 4.

Each child was given a frequency score for each category and an overall classification score for the total response. For example, the response, "We have reading groups, but we have to know the sounds and then make the words" has a frequency score of 1 for Procedural and 2 for Decoding statements. Since it was assumed that the categories for the How Awareness were hierarchical, a weighted score was computed by multiplying the numerical code given each category by the frequency of responses within each category and then summing. Therefore, a score was obtained for each child which described the total response. The scores obtained from this coding will be referred to as the weighted How Awareness measures. This weighted scoring for the How Awareness was intended to reflect the variety of responses.

Tests

The following instruments were used in this study: The Early Reading Test (I, II, and III); the Circus Listening Test; the Vocabulary Knowledge, Classification, and Analogy Test; and the Theoretical Orientation to Reading Profile Instrument. The Early Reading Test was adapted from McCormick and Mason (1983) by Mason and Stewart (in preparation) and consists of five tasks: Environmental Print Pictures and Words, Letter Names, Spelling, Pseudowords, and Common Book Words.

The Early Reading Test was administered to the kindergarten children in the fall and spring of the kindergarten year and in the fall of first grade. The Circus Listening Test is a standardized listening comprehension test that measures comprehension, interpretation, and recall of oral language. The General Verbal Intelligence (GVI) test is a measure of general verbal intelligence arrived at by

adding standard scores of three tests of vocabulary knowledge, classification, and analogy.

Home Environment Instruments

A parent questionnaire (Mason, Bhavnagri, Dunning, & Stewart, in preparation) which contained 16 questions concerning reading activities within the home, was sent to each parent in January of the Kindergarten school year. Eleven family background questions on parents' occupation, education, and the child's disposition were also included. The scoring varied according to the possible responses, with a daily, weekly, occasionally, hardly ever, or no response. The scoring for the parents' occupation was based on the Treiman Prestige Scores.

Classroom Instruments

Videotapes that depicted reading lessons and daily activities from the four kindergarten teachers were conducted in February of the kindergarten year. Videotapes of the two classes, one hour for each teacher at Pine School and one teacher at Water School, were analyzed to determine what kinds of interactions were taking place between the teacher and children during a reading lesson. The data from these videotapes were presented descriptively to support, clarify, and explain the observed differences in instruction between the two settings.

The teachers were asked to complete the Theoretical Orientation to Reading Profile (DeFord, 1984) which is an instrument that describes a teacher's orientation on various teaching measures. Selected items which were determined to have discriminatory power on the phonics and whole-language orientations were administered to the four teachers. The responses were scored according to a Likert-type scale, from strongly agree to strongly disagree to obtain a score for a phonic orientation and a whole-book orientation.

Five-second observations from two of the four classes showing the interaction between the children and the teacher were taken four times, in April and May of the kindergarten year. The two teachers selected were those that had the most teaching experience and the most familiarity with the method that they were using. Ten children in Ms. Evans' class and 10 children in Mrs. Summers' class were observed. The children were coded on their activities or behavior across four categories. The four categories contained the following information: "Who is the child working with?", "What is the child using?", "What is the child doing?", and "How does the child look while doing the activity?"

Analytical Procedures

Four questions were asked: (a) Are kindergarten children able to describe how they are learning to read at home or at school?; (b) Is there a change in awareness over time?; (c) Is there a difference in awareness responses for home and school across the instructional settings?; and (d) Does environment and school instruction predict awareness?

To answer the question of whether kindergarten children can describe how they are learning to read at home and in school, a descriptive analysis was carried out. Mean percentages for both the home and school awareness questions were obtained to demonstrate the children's responses in the Vague versus Other categories.

After examining the descriptive statistics for the Vague versus the Other categories, another analysis looked at the distribution of the other categories. This was done for both the How Awareness and the What Awareness measures.

To examine the question of whether the children's awareness responses would change over time, from kindergarten to first grade, scores of the weighted How Awareness measure were examined. An analysis was conducted using a repeated

measures ANOVA to determine whether the change exhibited by the descriptive statistics was statistically significant. Means and standard deviations were computed for the weighted awareness measure and examined by looking first at the differences over time in the vague versus other type of responses, and second, at each of the categories separately over time.

To address the third question of whether the children's awareness responses would be different across the two school settings, a descriptive analysis looking at the means, medians, and standard deviations for the two settings was carried out. The repeated measure ANOVA also addresses this question. To further highlight the differences in the instructional settings, a descriptive analysis was done on the video tapes and an analysis of proportions was carried out on the 5-second observation data.

To answer the question of whether the end of kindergarten (May) awareness could be predicted by home environment measures, the instructional settings, and the early reading test, a multiple regression analysis was carried out. The variables were selected based on either a significant correlation ($p < .05$) with the May dependent measures or because there was a theoretical basis for retaining the variable in the multiple regression equation. These analyses were done using the weighted scores of the How Awareness measure.

The case study data were analyzed descriptively by identifying the domains of home literacy that occurred during the observations. The frequencies of the occurrences were tabulated and examined according to percentages of each domain.

RESULTS

Analysis of What Awareness

The analysis for setting and time were conducted by examining descriptive statistics for the awareness responses using the What Awareness coding. The What

Awareness type of coding documents the instruction and materials or objects the children attended to in their awareness responses. The results indicate that there was a change in the awareness responses over time. The children's responses became slightly more vague by first grade in both the Home and School question. The largest differences appeared with the responses to the Home question between March and May of the kindergarten school year. The No Response/Vague category doubled by May. The responses to the school question increased in the No Response/ Vague category from May of kindergarten to September of first grade (see Table 1). It is important to note that the overall awareness responses for both home and school, while exhibiting a slight decline, do indicate a high percentage of awareness responses at all time periods.

Insert Table 1 about here

Analysis for the What Awareness could not be conducted with chi square due to limited frequencies in the cells; therefore, the investigator is limited to examining the trends. The descriptive analysis for the What Awareness show children were able to describe what they are using to learn to read in school and at home. For the total sample, the categories represented most frequent in the March home question were Letters and Sounds and Reading Books, with 39.29% and 37.50%, respectively. For the school question, the most frequent response was Letters and Sounds (50.00%). In May the children's responses were primarily Letters and Sounds for home (33.92%) and school (42.86%). Reading Books was next with 33.93%. In September the highest responses fell into the Reading Books category for the home question. The school question elicited responses that were primarily Letters and Sounds and Reading Books, each category with 32.14% (see Table 2). The school question had more responses initially concerning letters and sounds, but

these also decreased over time and the responses referring to using books increased.

Insert Table 2 about here

In summary, the results from the What Awareness reflect an overall trend that is similar across time periods for both home and school. But, when the awareness responses are examined across categories, we see a consistent decrease for the school question in the Letters and Sounds category. There appears to be a more similar pattern for the home responses across categories than the school responses. This pattern was expected because of the observed differences in school instruction.

Analysis of How Awareness

Question 1 asked whether kindergarten children will be able to describe how they are learning to read at home and in school. The data indicate that kindergarten children are able to make relatively clear statements about reading. The majority of the children's responses to how they were learning to read at home and in school show that these kindergarten children were able to talk about how they, their parents, or teachers were helping them to learn to read. When the responses were coded, using the categories described in the How Awareness, few of the responses could be classified as No Response or Vague. A large proportion fell into the awareness categories (see Table 3).

Insert Table 3 about here

Analysis of the kinds of How Awareness shows that the children were discussing awareness about learning to read at home with Procedural (36.31%) or Decoding (36.31%) responses. The second question examined whether there will be a difference over time in the kindergarten children's awareness of how they are learning to read at home and at school. For this analysis, the awareness responses

were coded according to the How Awareness: (a) No Response/Vague, (b) Procedural, (c) Decoding, and (d) Meaning.

The descriptive statistics from Table 3 show the changes in the percentages across the three times. The majority of the responses in March for both questions were in the Decoding category with 44.64% for the home question and 51.9% for the school question. In May, for the home question, the largest number of children's responses were classified as Procedural, 37.50%, and for the school question the responses were primarily classified as Decoding, 53.36%.

The How Awareness weighted responses were analyzed by obtaining a score for each child that described his/her total response. Since Johns (1972) description of his categories emphasized vague and then procedural as the least mature response, and decoding combined with meaning as the most mature, it was assumed that the categories Vague, Procedural, Decoding, and Meaning were hierarchical with respect to the awareness responses.

The frequency of responses each child had for a particular category was multiplied by the numerical code given that category and then summed. This score was intended to reflect the substance of the child's response. The weighted responses yielded differences in sophistication of responses over the three time periods. The school question in March and May gave the most sophistication type of responses. All of the questions across all items show that the mean of the responses was more than one statement.

The analyses for setting and time together were conducted by looking at the multivariate results. Question 3 asked whether kindergarten children's responses will differ across the two school settings.

The results for the School Awareness indicated that the F values for time and the interaction of time by school were significant (see Figure 1) (time, $F = 8.20^{**}$

and the interaction, F = 10.42**). It can be seen that the biggest difference was in May and the smallest difference was in September. When looking at the one-way ANOVA at these different time periods, only the May time period was significant. March and September were not. The F values for May is 17.250, F value for March 3.03, and the F value for September is .281.

Insert Figure 1 about here

The weighted responses yielded differences in sophistication of responses over the three time periods and the two schools. For the school, the differences which were most apparent were in May, where Water School children gave either more responses within a statement or a higher order response. In March, the Pine School children gave more responses about Decoding or more sophisticated responses. All children's responses became less sophisticated in September, with Pine School children giving less higher order responses or less integrated than Water School children. In the home responses, for all three time periods, the Water School children had a higher type response.

For the Home Awareness, the results for the repeated measures designed used for the general linear model indicated that the F values were significant for both setting (F = 10.55**) and time (F = 6.72**). The interaction of home by time was not significant (F = 1.02) (see Figure 2).

Insert Figure 2 about here

The means for home weighted March was 1.86, May 1.75, and September 1.73. As can be seen in Figure 2, there was a significant change over time for both Pine and Water Schools in awareness between March and May. There was no noticeable change from May to September.

Classroom Analysis

An analysis of the observed lessons revealed differences across the two classes. Mrs. Summers from Water School worked individually with 14 children and with small groups of children (4). Ms. Evans worked with the whole class. The video taped lesson showed that Ms. Evans presented her lessons standing beside the chalkboard, where all the children were able to see her. When discussing short "o" words, she wrote words on the chalkboard. The worksheets that children were required to do were taped on the chalkboard which Ms. Evans used to circle or underline the appropriate words or pictures as she proceeded. The reading lesson focused on the short "o" sound and used a format and materials from a commercially packaged program. The children worked independently at their seats while Ms. Evans walked around the room and gave comments to children who were having difficulty.

In Mrs. Summers' class, the children were not assigned to particular seats. The children were sitting alone reading, coloring, or writing, playing with peers, sitting and talking or reading with peers. While Mrs. Summers conducted individual and peer reading sessions, she listened and asked comprehension questions. If the child had difficulty with a word, she used two approaches. She had the children identify sounds and components in words or asked the child to read sentences and describe what would be a likely match, according to content. She spent approximately two to three minutes working with each individual child.

In summary, these lessons demonstrated that Mrs. Evans' instruction was totally teacher-directed and consisted of very brief interactive episodes. Mrs. Summers' instruction was highly interactive and encouraged lengthy responses from the children. The results of the 5-second observations supported the videotaped analysis showing that there were differences between the two classrooms regarding

with whom the children were interacting, what they were using, what they were doing, and how they acted. The activities occurring during the 5-second observations in Mrs. Summers' class were discussions about words, beginning sounds and senses; children reading alone, with peers, or the teacher; and children doing math and phonics worksheets. In Mrs. Summers' class, the children worked directly with the teacher 65% of the time and Ms. Evans' class 17%. The 5-second observation indicates that 96% of the time was spent on worksheets and 19% on books. In Mrs. Summers' class, 40% of the time was spent on worksheets and 8% on books. The children were observed reading 19% of the time in Ms. Evans' class and 28% in Mrs. Summers' class. Therefore, it is feasible to suggest that the instruction in these classrooms was different.

Predicting Awareness of Reading

The fourth question looked to see whether there was a relationship between the awareness and the home and school instruments. The analyses conducted consisted of correlations, regressions, and case studies.

Correlations were obtained for all the independent variables with the weighted How Awareness measures. The correlation between GVI and the awareness measures ranged from .29 to .42 for the home responses and .25 to .28 for the school responses. The correlations between the early reading test measures and the awareness responses for home ranged from .04 to .35 and .007 to .34 for the school awareness responses. It was determined that to run separate regression analyses for all three time periods and questions would be inappropriate with the small number of subjects (n = 56) in this study. The analysis was designed to include general verbal intelligence, questions from the Parent Questionnaire and results of the early reading test. It was expected that the end of the kindergarten year would reflect

the greatest difference between the kindergarten children. Therefore, May was selected as the time period to subject to multiple regression analysis.

One model was constructed to see how the independent variables predicted May awareness for the school question and another model was constructed for the May awareness for the home question. The Pearson product moment correlations show that the Early Reading Tests were significantly correlated with the dependent measures. Correlations were obtained for both the Home and School questions. The multiple regression was conducted only for the May dependent measures since the questions for that period of time described children's awareness at the end of their kindergarten year. Predictors included items from the Parent Questionnaire which consisted of activities that occurred before or during kindergarten. The question to be answered was, "Do the early home activities and the kindergarten instruction predict May awareness of how the children are learning to read?"

The independent variables used in the multiple regression analysis for the weighted How Awareness responses for the May awareness home question were general verbal intelligence (GVI) scores, the Early Reading Test for September and May, mother's education, and five questions from the Parent Questionnaire. The results of the multiple regression analyses indicate that the Parent Questionnaire item, "Does the child take books from a public library?", was significant at the .05 level (see Table 4).

Insert Table 4 about here

The variables entered into the equation for the school question were GVI, mother's education, setting, the Early Reading Test for September and May, and three questions from the Parent Questionnaire.

The analysis for the multiple regression showed that the setting variable predicted Water School's May awareness over Pine School's. This variable was significant at the .004 level. Borrowing books from a public library was significant at the .04 level (see Table 5).

Insert Table 5 about here

The school awareness multiple regression results indicate that setting is a factor in the type of awareness responses with the children from Water School. These children gave more integrated responses. Borrowing books remained in the equation as a significant predictor of May school awareness. It should be noted that for both home and school General Verbal Intelligence of the children and mother's education accounts for a large percentage of the variance.

Case Study Children

To examine the relationship between the home variable and the children's awareness responses, four children were selected for case studies. The criteria used in the selection process were (a) some knowledge of letters, (b) low SES, (c) parents' willingness to participate in home observations, and (d) teacher's assessment that the children were making satisfactory progress in reading. Two children, Joseph age 5 and Donna age 5, lived in Petersburg and attended Pine School. They were both in Ms. Evans' morning kindergarten class. The other two children, both black, Erica age 5 and Sean age 5, were from the community of Carlton and attended Water School. Both children were in Mrs. Summers' kindergarten class.

The children were observed in their homes 7 to 8 times over a 2-month period during the summer for 1 to 2 hours each time between the hours of 8:00 a.m. and

3:00 p.m. The observer was a nonparticipant most of the time, unless encouraged to be a participant observer by the parent or child.

Six domains in the home environment were identified for investigation (Anderson & Stokes, 1984; Clark, 1983) and coded by the frequency of occurrence. The first five were considered as literary events: (a) Deliberate High Literacy events are those events that have been structured to facilitate the occurrence of an event (bedtime stories, talks about a story or trip to the library), transmission of literacy rules or cognitive knowledge; (b) Communication Literacy Events are mostly spontaneous and occur during verbal exchanges between the child and parent or children and peer or siblings; (c) Television Literacy Events are events that occur while the child watches shows like Sesame Street or Mr. Rogers and actively participate by either repeating the words on the screen, trying to read the words, or playing the games; (d) Religious Literacy Events of this nature are based on events that take place in the context of religion; (e) School Literacy Events pertain to school, either doing school work at home or discussing school events. In this study, only reported events by the parent(s) were related to school; and (f) Daily Living Events are verbal exchanges that center around activities that regulate daily life, such as setting limits, giving directions for appropriate behavior, and setting up daily schedules. These six types of events were coded only when observed, although data were gathered when the parent(s) reported such events.

Case Study 1

Joseph, age 5, lives in the rural farm community of Petersburg in a small frame house on a corner lot at the end of a quiet tree-lined street, surrounded by a neatly manicured front lawn. The children spend most of their morning playtime in a fenced-in backyard.

Joseph's family consists of a mother, father, and two children--Joseph (age 5) and John (age 2). Both parents grew up in Petersburg and neither went beyond high school. Joseph's father comes home from work every day and has lunch with the boys. Joseph's mother teaches Sunday school and spends most of her time during the week doing household chores such as cleaning, cooking, and washing clothes. Joseph's mother is strict about setting limits on the children's behavior. Joseph's mother feels he is doing well in school and commented, "Joseph is doing good. I don't think I've done much to help him be this way." Academically, he ranked 15 in a kindergarten class of 20.

Home environment. There were no children's books in the living room of Joseph's home, but adult magazines were on the end tables near the couch. Framed needlepoint pieces made by Joseph's mother decorated the walls, some of which were replicas of Joseph's and his brother Johnny's drawings. There were some books and record books on the bookshelf. His mother reported on the Parent Questionnaire that Joseph has 50 children's books and 1 magazine subscription.

Home literacy events. Joseph was observed engaging in 8 deliberate high literacy events, accounting for 13.1% of all observed events. All the events were adult initiated.

The one deliberate high literacy event that occurred at home was when Joseph read a story (Lunch) with his mother helping him. The observer had requested that the parent and child read the story. Joseph had difficulty with the words and his mother used Decoding strategies to help him read. For example: "What sound does that make? Put it together, l-un-ch." Very few of the verbal exchanges between Joseph and his mother were about story comprehension during this story reading.

The other literacy events were distributed with communication literacy events occurring 17.4% of the time. School, television, and religious literacy events were

not observed. Joseph's highest types of verbal interactions were of the regulatory nature (68.8% of all observed events).

Case Study 2

Donna, age 5, lives on the same tree-lined street as Joseph, just three blocks away. Donna's house sits in the middle of the block, back from the street, and is about one block west of the park. Donna is the oldest of the two children in the family. Her brother David is two years older. Her parents have lived in Petersburg since they were small and both parents went to junior college.

Donna's father, Donald, often babysits with the children. Julie, Donna's mother, is at home and teaches piano lessons to neighborhood children. Julie goes to adult Bible classes twice a week. During the daily activities, Julie corrects Donna's language, asks questions about her play, and allows her freedom to make decisions. Both parents encourage Donna to teach her younger brother and cousins to read.

As with Joseph, Donna knew her letters when she entered kindergarten. She did not attend nursery school because the family could not afford the expense. Donna was ranked sixth in a class of 20 in kindergarten.

Home environment. Donna's home overflowed with materials pertaining to literacy. In the living room there were 25 hardcovered children's books, newspapers, several magazines, encyclopedias, and an open Bible. In the kitchen there were announcements, shopping lists, and school papers stuck on the refrigerator. Donna's mother reported on the Parent Questionnaire that they owned 40 children's books and subscribed to 2 children's publications.

Home literacy events. Donna was observed engaging in 24 (23.1%) deliberate high literacy events, 12 (12.0%) were adult initiated, and 12 (11.1%) were child initiated. These events were framed around reading stories or coloring with mother and/or father. During the deliberate literacy events, the verbal exchanges usually

illustrated how the mother or father used Donna's background knowledge to help with the task, pose literal questions, or just supply the answer.

Communication literacy events accounted for 17.9% of the observed events and almost three times as many events were child initiated. Television literacy events provided 9.7% of observed events, Religion, 8%. School literacy events were only reported not observed. Daily living events represented the largest proportion of observed events (42.4%), with 32 out of 46 events being child initiated.

Case Study 3

Sean, age 5, lives in an urban community near a large university. His house is located on a quiet street near a hospital. A small park is a few blocks away. During the summer the street Sean lives on was being improved. He spent most of his time watching and trying to help the workmen. The house itself is large and the rooms have been remodeled by Sean's father.

Sean has two brothers and three sisters, all older than Sean (ages 8, 9, 11, 12, and 16). Sean's father, Sonny, works as a laborer in a factory but also writes for a religious paper. Sean's mother, Elaine, is at home; she babysits for three small boys all under the age of two years. Elaine is a Girl Scout leader and on the PTA board for Sean's school.

Sean's family is very interested in the academic success of their children. Sean's oldest sister is on the honor roll; all the children are expected to do well in school. Sean's mother is worried about Sean because he still does not seem to be very interested in reading. She said she tried to teach him before he went to kindergarten, but he would put his hands over his ears and say he was tired. Sean, like Joseph, prefers to play outside.

Sean's mother describes him as a very willing child but also very strong-willed: "You can't tell him anything; you've got to prove it to him." Sean's mother says

that he loves to do things with his hands and loves activities that involve motor skills, but he must also do well in school: "You need a little of both."

Sean appears to be self-confident and independent. He likes to be the leader. Whenever he is playing with the neighborhood children (usually older), he makes the rules. In school, Sean is ranked eighteenth in a class of 23 but his teacher knows his family will work with him.

Home environment. Sean's home is full of children's books, religious materials, newspapers, and encyclopedias. Many library books are in the living room and on the dining room table. Notes are all over the refrigerator, mostly reminders and announcements are seen in the kitchen.

Home literacy events. Sean had a high amount of observed literacy events (41.6%). The observed events centered around storybook reading with his mother, sister, brother, or the observer. The events were initiated twice as many times by the child (17 events by the child and 9 events by an adult).

Communication literacy events represented a small portion of Sean's literacy events (9.1%). There were no television literacy events since the television was never on during the observations. There were no observed religious literacy events; however, Sean's mother talked about them. There were no school literacy events observed. Sean's mother did report trying to work with him prior to kindergarten and during his kindergarten school year to help Sean become a successful reader. Sean's daily living events accounted for less of his total events than did Joseph's or Donna's. Only 21.9% were observed.

Case Study 4

Erica, age 5, lives in Carlton City about 10 blocks from Sean. The house is well-kept and the street is composed of one family, two-story dwellings with yards, gardens, and trimmed lawns. Just a few blocks away, however, some houses are

falling down, some are boarded up, litter is on the streets, and teenagers and older unemployed persons hang around listening to loud music and talking.

Erica is the youngest child in a family of five children. There are two older sisters, Mary 17 and Lynn 12, and two older brothers, ages 16 and 14. Mary's child Terry, age 3, lives in the home also. Erica's mother went to junior college and is a community aide in a federally funded preschool program and works part time at the university. She is divorced and receives Public Aid. Erica's oldest sister graduated from high school and will be attending a junior college in the fall. Odessa is very concerned about all the children getting a good education. When she noticed that Erica was reversing her letters, she promptly enrolled her in an additional early childhood program for enrichment. She constantly buys workbooks, puzzles, records, books, and games. She looks for programs at the library, free movies, and other community programs with the park district and university.

Erica seems to be highly motivated to read. On the first observation, she asked the observer to bring her some school papers to do. Her mother observed that she reads all the time and loves to listen to record books. Her mother goes over her work and has Erica correct her mistakes. Erica does not mind re-doing any work. Erica writes letters to her relatives and is constantly trying to find things to do that almost always includes reading or writing. In kindergarten she was always watching the other children to make sure she was reading as well. Erica's teacher, Mrs. Summers, believes that she will be very successful in school. Erica is ranked seventh in a class of 23.

Home environment. Erica's mother reported 100 children's books in the home. Evidence of literacy was in every nook and cranny in this home. Puzzles and a variety of reading materials were in the living room under the television. The shows viewed were usually educational and included talk shows. Encyclopedias were

on a bookshelf in the living room. Examples of the children's work were on the kitchen walls.

Home literacy events. Erica's deliberate high literacy events comprised 74% of all of the observed events. This is the highest of all the children. Of all the observed events, 24.3% were adult initiated and 49.7% of the events were child initiated.

The communication literacy events totaled 9.9%. Television literacy events accounted for 2.8% of Erica's literacy events. There were no events observed that were related to religion or school literacy. Erica's mother reported that Erica knows she is doing well in school. Daily living events accounted for 15.7% of all the observed events. The daily living exchanges centered around schedule planning and kinds of behavior.

Awareness Tasks for the Case Study Children

The awareness responses for the case study children to the question, "How are you beginning to learn to read at home?", is qualitatively different for all four children across time. With the use of the How Awareness coding, Joseph's responses in March of the kindergarten school year are classified as Procedural. In May, the classification is Decoding and in September the classification is Vague. With the use of the What Awareness coding, Joseph revealed, in March, an awareness of an interaction process of someone listening and giving assistance. Joseph's responses under the What Awareness coding resulted in a Letters and Sounds classification for May and a Vague classification for September.

Donna's awareness responses for March of the kindergarten school year was Vague for the How Awareness and as a Letters and Sounds response for the What Awareness. In May and September, her responses are Procedural under the How

Awareness. These responses resulted in a Reading Books classification under the What Awareness.

Sean's responses resulted in a consistent classification across all three time periods (Procedural) under the How Awareness. The response for the What Awareness classification resulted in Reading Books across the three times periods.

Erica's responses for March under the How Awareness were Procedural. In May of the kindergarten school year and in September of first grade, the classification was Decoding. For the What Awareness the results were Reading Books for March and Letters and Sounds for May and September. The What Awareness revealed responses that were Reading Books, Letters and Sounds, and Writing.

Interpretation

The parents in this study appeared to value an environment that provided adequate materials for the children. Data from the Parent Questionnaire show that the mean number of children's books in the home was 91.5 for the total sample. Several studies have looked at this material-laden home environment premise. Durkin (1966) and Torrey (1969) looked at low income families of successful readers and discovered findings similar to the present study. When the parents from Durkin's and Torrey's studies were asked how the children learned to read, they responded that the children appeared to learn from the environment that contained enough stimulation and materials. This is found in the homes of the case study children in the present study, but perhaps it is the stimulation from the parents that makes the difference in the child's developing understanding of reading. This view is in agreement with Clark (1985) and Hess, Holloway, Price, and Dickson (1983) who found that factors such as number of hours watching Sesame Street, checking out books from the library, and amount of time parents read to the child had an effect on children's cognitive development. But it appears that the variable

with the strongest effect was the mother's achievement aspirations, importance or preschool learning activity, concern over the child's expected program in school, and the mother's assessment of the child's verbal initiation and assertiveness. With this in mind, the results for Erica are not surprising. Her mother has structured her preschool literacy activities, is concerned about her literacy progress, and has high aspirations for her.

During the taped story reading sessions, the parents were observed using a varied range of questioning strategies. Erica, Sean, and Donna's parents all discussed or asked questions about meaning to the children. This was apparent in the examples cited in the case study results. Joseph's mother tended to focus on Decoding and tried to help him sound out the words similar to the Decoding program used in school.

The results display the extreme differences between the four children's home environments. Almost 69% of all Joseph's observed events related to daily living, while Erica's events were mostly deliberate literacy events. She has the highest deliberate literacy events of all the children in this study. At this point in time, Erica is the most advanced reader of all the children and her awareness responses reflect her attention to the reading process. Donna exhibits a profile describing her home environment exactly. Most activities are part of the unhurried, unplanned schedules. Deliberate literacy events outweigh others, but Donna has consistent exposure to a variety of literacy events. Sean is high in deliberate events, but this was the result of only two sessions of story reading in between play. During these sessions, he became really involved in many workbook and reading activities with books.

The similarity between all four parents is that they exemplified how Vygotsky's zone of proximal development can work in a home environment to help children

read. The types of questioning and story interactions with Erica and Sean and their parents matched the teacher's instructional approach. The quiet approaches of both Donna's parents and Ms. Evans was one of similarity between her home and the school.

One must remember that the child questions and tries to organize his/her activities into understandable parts. The child is also a teacher, and by looking at the child's understanding of his home and school experiences, one can see reasons for successes and failures in learning to read. We must realize, as do the results from the case study children indicate, that children are constantly thinking and interacting with information and structure in their home and school environments. Through this understanding, teachers and parents may be able to look at children's views and create optimal learning environments by altering social, communicative, and instructional conditions within the schools.

Discussion and Conclusions

Discussion

The results point to four major findings. First, that kindergarten children can talk about how and what they are learning to read. Second, there are changes in how the children talk about learning to read with respect to time. Third, there are setting differences in the children's awareness responses. Fourth, school-based literacy awareness is explained in part by parents' approach to literacy. These findings will be interpreted from a home and school perspective. It will be argued that the awareness responses of the children can serve as a basis for understanding how children perceive their engagement with literacy.

The children in this study, unlike the children interviewed in previous studies (Johns, 1972; Reid, 1966), were explicit in their first-given explanations of how they are learning to read. Overall, at least 88% of the children's responses demonstrated

a clear (as opposed to a vague) explanation of what was occurring at home; an even larger percentage of clear responses (89%) were given for the school question. If we look at what the children say they are doing, the main finding is that they focus on letters and sounds and reading books. The responses to the school question reflect an emphasis in the decoding strand, this result coupled with the classroom observations points to the validity of the children's responses. They were describing what was occurring in their classrooms.

When we examine the responses that tell how the children viewed they were learning to read, we see that the majority (48%) of responses reveal a decoding orientation school awareness, whereas for home awareness, responses are split between those revealing a Procedural and Decoding orientation. Overall, these results are not surprising since the children are attending to some type of decoding activity in school, and the child is likely to talk about it.

The school responses are highest in Decoding for both March (52%) and May (55%). In September there was a drop for the total sample (36%). An explanation for this drop in the type of school awareness for May (55%) to September (36%) is that children have just returned from summer vacation and were in the beginning of first grade. The first grade teachers in Water School were more group and whole-class oriented and the children immediately experienced procedural types of instruction. In addition, in both schools, the beginning of the year presents new rules and the teachers are in the process of setting up group instruction. The children for Pine and Water Schools give responses that are quite similar in March but different in May and September. Although March did not show up significantly different, the weighted means are 2.65 for Pine School and 3.18 for Water School, and the largest percentage of responses for Pine School are procedurally oriented, while those for Water School are decoding oriented. This leads us to believe that

initially the Water School children were giving responses that refer to aspects of reading such as "My sister reads the words and then I say them," "My mother helps me sound out more words," etc. Conversely, Pine School children were giving responses that refer to aspects of procedures about reading such as, "My mother lets me get a book" and "Me and my cousins read and I read back."

The results for the school question show an interaction of time by school. The children in Pine School have initially different responses in March; for the school question they spoke about decoding or gave a more complete response than the Water School children. These children became more vague and gave more procedural responses in May and September than did the children in Water School. This may be partially due to the summer vacation and less exposure to decoding instruction and being exposed to the beginning setup for instruction for first-grade instruction in September. The videotape analysis further supported the findings that there are settings differences that contribute to how children understand they are learning to read in school. Barnes (1969) and Flanders (1970) found that two significant characteristics of elementary classrooms are the amount of talk that goes on within them and that the teachers do most of the talking. The results reported here show this to be the case for Ms. Evans' class. Ms. Evans' class was guided by phonics programmed materials; some questions were asked about reading, but not in any depth. Conversely, Mrs. Summers' children are encouraged to talk about meaning, to think, and discuss in length.

Reading experiences, among others, are significant and important events in many homes. Parents, guided by beliefs and behaviors about literacy, mold the child's literacy environments and experiences accordingly. The case studies suggest that these parents were involved in monitoring their children's daily living or deliberate literacy events. There was pressure for either literacy closely tied to

reading or regulation of activities. The amount and type of literacy events varied among the homes, from very little specific or directed literacy events involving story reading to informal comments concerning play or communication events with siblings and peers. For these children, the home literacy events were related to their awareness of how they were learning to read.

Although Sean and Erica exhibited the highest incidence of deliberate literacy events, primarily story-reading and book-associated events with their parents, all four children had parents who valued literacy. The degree of deliberate literacy or the parental pressure for literacy differed. This may be one reason why Joseph said, "Don't know; just learning at school," why Sean's responses were more explanatory, and why Erica was a reader before first grade.

The results from the larger sample in both instructional settings indicated that there was a change in the awareness responses across time. As the children change in their reading development, their awareness changes. Although there was not an intense observation to document those changes, information was obtained from the parents about their interaction with their children when they were much younger and not reading. Information obtained from the larger sample suggested that many parents provided literacy events and supported their children as young as age one.

Conclusions

It is concluded that young children can talk about their learning to read but that it changes over time. Also, children's awareness is different as a result of school instruction. This awareness may focus on letters, words, and procedures, and reflects what is being taught. School instruction may affect how children view learning to read at home. Home experiences, both qualitatively and quantitatively, differ and influence how children talk about what they are doing at home to learn to read.

Overall, children talk about letters, sounds, and reading books when describing how they are beginning to read at home. Reading books is discussed in the school responses with respect to getting into groups or individual reading. The children from Water School have fewer vague responses across all three time periods than do the Pine School children for the home responses. The Water School children also have fewer vague responses when describing how they are learning to read in school at all time periods except in March. In March, the vague responses are low for the children from both settings. One of the findings that the study highlights is the increased tendency to stop talking about specific lower level phonic activities ("know your letter sounds") as the children become mature readers or after a year in school. The children are apt to describe how they were learning to read like, "You must read books, know the words, and write stories." Just talking about reading books may be described as vague for pre-readers, but when the child is a reader, it is more a function of being able to discuss the macro structure or meaningfulness of reading. It can be argued that a plausible explanation is the automaticity or unconscious monitoring that occurs once children have become readers. The experience is no longer novel or a puzzle. They begin to give responses that illustrate that they are no longer struggling with the beginnings of decoding (e.g., "I don't know--I just read").

The children at all three time periods gave responses that were indicative of what they saw as being instrumental in teaching them to learn at home and in school. As the case studies reveal, substantive differences do exist between home and school contexts, and these differences are likely a result of the interactions that take place in each. The interactions in the school and in the home are very important, and children can talk about them. The parents of the case study children were consistently conscious of success and expressed delight when they

discovered their child to be a reader. All parents provided some type of support for literacy. It is proposed that the parents' beliefs about the child guided the teaching behaviors of the parents. All the parents expressed belief that their child would be successful; some were just more deliberate in monitoring this success.

Limitations

Because this was a naturalistic study, the home environments were accepted as found. The study used a limited number of students for the total sample (56) and for the case studies (4). Other limitations that must be mentioned are that most of the results are descriptive and hence are difficult to generalize. A troublesome aspect of using the weighted scores procedure is that little variance could be accounted for and that neither the investigator nor the reading achievement scores predicted it. Since the weighted score was computed by using all of the statements within a response, it may reflect an index of children who are more verbal.

This study addressed children across all socioeconomic levels, but only looked in depth into the homes of four low income families. These four children were not selected at random and we do not know if they are representative of children in both communities and schools.

Implications

Questions to be answered by future research looking at literacy events that occur at home and in school are: (a) What types of literacy events occur, either from structuring the environments or by deliberate engagement, between parents and children?; and (b) What types of instruction occur in school that helps to shape how the child perceives literacy? How children talk about learning to read is a product of what they do at home first and then in school.

Teachers should organize meaningful learning environments for children that reflect varying expectations and circumstances of the parents. They should seek

out what children know about the reading process. How children understand learning to read and what they are doing at home should also be considered. Furthermore, it may be informative to look at children who are successful readers at the end of first grade and see how they describe the reading process. Do we see more integration in their explanations? When do the list-like mentioning of various components change to a broader, more meaningful response. Do children who are non-readers at the end of first grade give qualitatively different responses than children who are readers? Research exploring home literacy events of potentially successful and unsuccessful readers using a larger sample may help to validate the multiplicity and diversity of home literacy events. The present study looked at the literacy events occurring in the homes of four low SES children from a majority white and minority black background. The results indicate that home literacy interactions and the beginning reading instruction does mirror what the children talked about in the awareness responses.

Judging from the data gathered, awareness responses for both home and school observations indicate that there are differences in the opportunities for children to engage in deliberate literacy events, and differences in the way the parents approach and model literacy when working with children, all children.

It is exciting to know that young children can talk about learning to read in a connected and understandable fashion. If parents and teachers work in a collaborative manner to understand what the child is aware of during the stages of reading development, perhaps they will be able to understand and be able to provide better support for the unsuccessful reader.

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Table 1

Mean Percentage of What Awareness Responses Over Time

		No Response or Vague	Awareness Responses
Home	March	5.36	94.64
	May	10.71	89.29
	September	12.50	87.50
School	March	3.57	96.43
	May	5.36	94.65
	September	10.72	89.28

Table 2

Mean Percentage of What Awareness Responses Over Time by Categories

		No Response/ Vague	Writing	Letters and Sounds	Reading Books	Other
Home	March	5.36	1.79	39.28	37.50	16.07
	May	10.71	3.57	33.93	28.57	23.22
	September	12.50	1.79	30.36	39.29	16.07
School	March	3.57	7.14	50.00	26.79	12.50
	May	5.36	0.00	42.86	33.93	17.86
	September	10.72	7.14	32.14	32.14	17.86

Table 3

Mean Percentage of How Awareness Responses Over Time

		No Response or Vague	Awareness Responses
Home	March	12.50	87.50
	May	30.36	69.63
	September	37.50	62.50
Home	March	14.29	85.25
	May	10.71	89.29
	September	21.43	78.57

n = 56

Table 4

Multiple Regression Results for Weighted How Awareness and Home Awareness

Variable	B	R-change	F
General Verbal Intelligence (GVI)	.1153	.08164	1.1043
Mother's education	.7426	.08635	.4303
Child borrows books	1.0732	.11978	4.1994*
Family helps child read	-.1200	.00480	.2429
Number of children's books	.7257	.01035	.7427
What child tries to read	.8778	.01620	.7542
What child prints	.2845	.04119	2.1108
Early Reading Test (September)	-.1028	.00031	.8384
Early Reading Test (May)	.1229	.00406	.2623
		Overall R^2 .3647	

*p < .05

Table 5

Multiple Regression Results for the Weighted How Awareness and School Awareness

Variable	B	R-change	F
General Verbal Intelligence (GVI)	.9524	.08096	.5073
Mother's education	-.1948	.07167	.1848
Setting	1.8701	.15566	9.0324**
Child borrows books	1.3249	.07485	4.5456*
Number of children's books	.3345	.02045	1.0788
What child tries to read	.1387	.00015	.1381
Early Reading Test I (September)	.6125	.00052	.4717
Early Reading Test II (May)	-.1387	.00015	.1052
		Overall R^2 .4044	

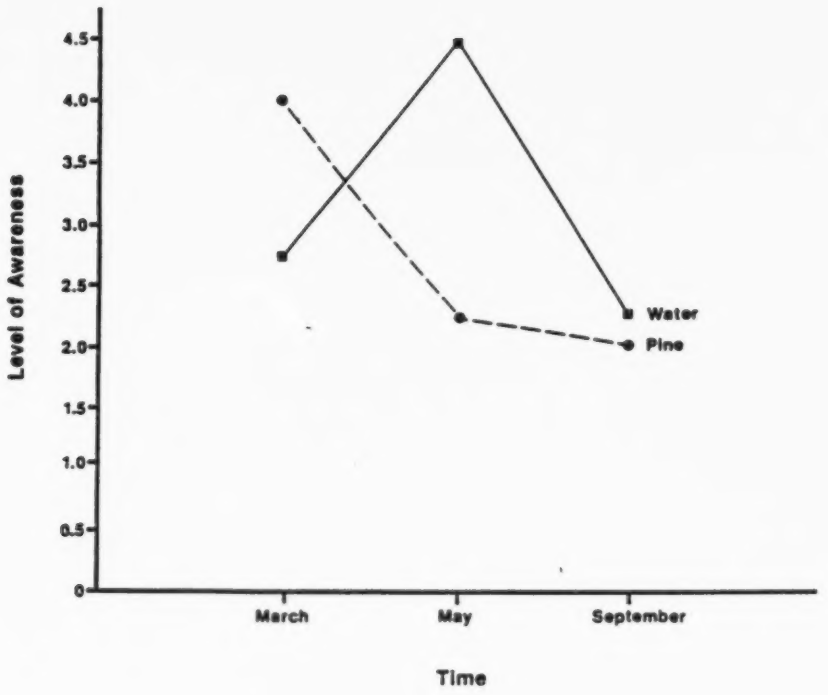
*p < .05

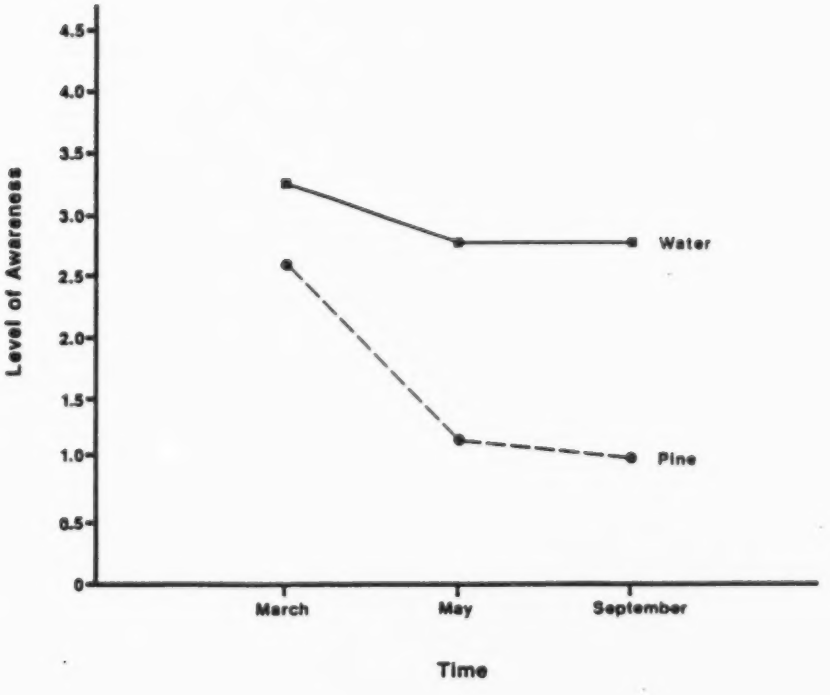
**p < .01

Figure Captions

Figure 1. Mean School Awareness weighted How scores as a function of time for Pine School and Water School.

Figure 2. Mean Home Awareness weighted How scores as a function of time for Pine School and Water School.


Level of Awareness
4.5
4.0
3.5
3.0
2.5
2.0
1.5
1.0
0.5
0
March
May
September
Time
Water
Pine


Level of Awareness
4.5
4.0
3.5
3.0
2.5
2.0
1.5
1.0
0.5
0
March
May
September
Time
Water
Pine